

# Countesthorpe Leysland Community College

Winchester Road, Countesthorpe, Leicester, Leicestershire LE8 5PR

## Inspection dates

2–3 July 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have not checked that arrangements for the safeguarding of pupils in key stages 3 and 4 are effective. Records are not stored securely or updated promptly.
- Pupils in key stage 3 say they do not always feel safe in school. They expressed concerns that bullying is not well dealt with by staff.
- Standards of behaviour are inadequate. A significant minority of pupils disrupt the learning for others and are sometimes disrespectful to staff and to each other.
- Leaders have not ensured that additional funding to support disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) has helped them to make the progress that they should.
- Some pupils in key stage 3 do not show confidence, resilience or positive attitudes to their learning.
- Pupils in key stage 3 are not always confident about how they can improve their work and make stronger progress. The school's feedback policy is not consistently followed by staff. Pupils in this key stage are not confident at writing in depth or using subject-specific vocabulary.
- Levels of attendance are below the national average. The proportions of disadvantaged pupils and pupils with SEND who are regularly absent are too high.

### The school has the following strengths

- The recently appointed principal has high expectations and is determined to improve the culture and ethos of the school, following a period of significant local challenges.
- The leadership of the sixth form is effective. Students are positive about the quality of their learning. Their academic and vocational outcomes are good.
- The quality of teaching, learning and assessment is improving. This is reflected in the improved academic outcomes of pupils reaching the end of key stage 4 since 2017.
- Leaders have ensured that pupils are able to follow a range of academic and vocational courses at key stages 4 and 5.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### What does the school need to do to improve further?

- Leaders, including those responsible for governance, must urgently address the serious weaknesses in the school's safeguarding arrangements in key stages 3 and 4 by:
  - ensuring that all safeguarding files are detailed and updated in a timely manner, including the outcomes of any referrals to external agencies
  - ensuring that staff are trained to apply leaders' expectations about the sharing and recording of safeguarding concerns so that all records are securely held in one place.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - all subject leaders are equally effective in improving the quality of teaching, learning and assessment in their curriculum areas
  - the use of additional funding for disadvantaged pupils rapidly raises levels of attendance and achievement for eligible pupils
  - school policies are followed by all staff.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
  - all staff have high expectations of pupils' behaviour and consistently apply the school's behaviour policy to significantly reduce instances of low-level disruption, bullying and wilful disrespect
  - levels of attendance across all key stages are improved, particularly reducing the proportions of disadvantaged pupils and pupils with SEND who are regularly absent from school
  - teachers and leaders develop pupils' confidence and resilience in lessons so that they concentrate and develop positive attitudes towards their learning.
- Improve the quality of teaching, learning and assessment and its impact on pupils' outcomes by ensuring that:
  - teachers plan learning which enthuses and inspires pupils to want to learn and find out more
  - teachers have consistently high expectations of what pupils can do and achieve, particularly boys
  - teachers routinely use assessment information in planning to meet the needs of all pupils, providing focused support for those who need it
  - all teachers apply the school's policy on providing pupils with guidance to improve their work and deepen their understanding

- disadvantaged pupils and pupils with SEND receive closer support so that these groups of pupils make stronger progress
- teachers have high expectations of pupils' writing in all subjects so that pupils become more confident and resilient at writing in depth and applying subject-specific terminology.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The effectiveness of leadership and management is inadequate because leaders, including governors, have not fulfilled their responsibilities to ensure that all pupils in key stages 3 and 4 are safeguarded, particularly the most vulnerable. Leaders in charge of safeguarding have not ensured that pupils' safeguarding files are detailed or updated in a timely fashion. Information about individual pupils is not securely held.
- Many pupils in key stage 3 reported to inspectors that they do not feel safe in school. They provided several reasons, including poor standards of behaviour in the school and the poor condition of the toilet facilities. Pupils told inspectors that they do not use the toilets during the school day because their privacy cannot be guaranteed. Inspectors' visits to these facilities confirmed what pupils had said. Although leaders have plans to refurbish the toilet facilities imminently, pupils have had to endure their current poor state for too long.
- Pupils have mixed views about bullying and the effectiveness of leaders at resolving issues. Most perceive bullying to be a much wider issue than school records indicate. A significant proportion of parents and carers who responded to Ofsted's online survey disagreed that the school deals effectively with bullying. A similar proportion were unclear about what the school's policy is.
- The behaviour of pupils is inadequate, despite a recently implemented policy to improve standards. Pupils reported to inspectors that they are concerned about the behaviour of some pupils after school and in the corridors. Inspectors also observed frequent low-level disruptions and sometimes disrespectful behaviour in lessons.
- There is a lack of strategic oversight for pupils with SEND. Although the special educational needs coordinator provides teachers with information about individual pupils' needs, this is not used well by leaders and teachers to ensure that these needs are met. Consequently, and also because of their low levels of attendance, this group of pupils do not make the progress of which they are capable.
- The achievement of disadvantaged pupils has been weak in the past. There are signs of improvement at key stage 3. However, leaders have not ensured that the additional funding for disadvantaged pupils is used well enough to improve and sustain the outcomes for this group of pupils. Recently, leaders' oversight of this funding has improved. Leaders commissioned their own external review of the use of the funding. However, the changes made following the review findings are too recent to see impact at key stage 4.
- Until recently, subject leaders have not been held to account for the performance of their subject areas. Together with senior leaders, subject leaders are now beginning to take greater responsibility for the quality of teaching and pupils' outcomes. However, this is not consistent across all subjects. Senior leaders are making regular checks on the quality of provision and subject leaders are being held more stringently to account. As a consequence, the quality of teaching is beginning to improve and there are pockets of strong practice, for example in mathematics and modern languages.
- The recently appointed principal has an accurate understanding of the strengths and

weaknesses of the school. She conveys a strong passion and determination to build a culture of aspiration and success at the school. Together with senior leaders and governors, she is committed to rapidly improving standards. The values of respect, resilience and success are at the heart of the school's development priorities. However, the implementation of strategies to support this vision are in their infancy and have not yet had a sustained impact, for example on improving pupils' behaviour.

- The new leadership team has persevered through very challenging recent circumstances since the school's reorganisation. Changes in the local area have required a significant staffing restructuring and leaders have been successful in achieving a stable staffing complement for the autumn term. The extent of the changes affecting the school have had an adverse impact on staff morale, although staff and governors report that morale is beginning to recover.
- Leaders have secured effective external support from the Life Multi-Academy Trust, of which the school is an associate member. The external support has helped to strengthen leadership capacity at the school and provide opportunities for staff to share effective practice within the trust as part of their professional learning. However, it is too early to see the full impact of this support on the quality of teaching, pupils' behaviour and pupils' outcomes.
- A well-coordinated programme of professional development is beginning to have an impact on improving the quality of teaching. However, it is too soon to see the impact of recent initiatives on sustaining improvements in pupils' outcomes. Leaders acknowledge that the quality of teaching is not consistently good across the school.
- Leaders have improved systems for setting appropriate targets for pupils' further achievement and monitoring their progress towards meeting these. There are tentative signs of improving progress at key stage 3 and 4, including for disadvantaged pupils.
- Leaders have ensured that the school's curriculum is broad and balanced. Leaders have completed a thorough review of the curriculum and designed new pathways which meet the interests of pupils. Weaknesses in subject leadership, however, mean that the curriculum is not being implemented to full effect.
- The leadership of the sixth form is good. Leaders are ambitious for the future and students are positive and respectful of the opportunities they have. The implementation of strong tracking, monitoring and intervention processes has proved effective in supporting students to secure good academic outcomes. The quality of teaching in the sixth form is good.
- There are a range of extra-curricular activities provided by the school which enable pupils to extend their learning in different ways. Examples include a range of sports, a film club, arts and crafts clubs and academic support clubs. Leaders have only recently started to record levels of participation. However, they perceive that activities are not well attended.
- A carefully planned programme of careers education has been implemented across all key stages to support pupils with their next steps in education, employment or training. However, the proportion of pupils securing placements by the end of key stage 4 in 2018 was below the national average.
- The catch-up funding for literacy and mathematics is effective in ensuring that those pupils who begin school with low levels of literacy and numeracy catch up with their

peers. The school's distinctive nurture group is a key element underpinning the early success of this initiative.

- Newly qualified teachers feel positive about the support they have received as they commence their professional careers. They are given effective support to help them develop their teaching practice.

## **Governance of the school**

- Governors do not have a sharp enough oversight of the evaluation of some aspects of the school's work, including the use of additional government funding to improve outcomes for disadvantaged pupils and pupils with SEND. Governors have failed to recognise the inadequacies that exist in the school's safeguarding procedures, particularly the effectiveness of record-keeping for vulnerable pupils.
- Members of the governing body are ambitious in their outlook for the school and are keen to see outcomes improve rapidly for all pupils, particularly at key stages 3 and 4. They are fully supportive of the vision and values of the new principal. In support of the school's processes for checking the quality of provision, governors make visits to the school to observe key aspects of its development.
- Governors are kept well informed about developments in school and receive accurate information about the impact of development priorities and pupils' performance. The strengthened quality of this information has enabled governors to ask challenging questions of leaders and begin to hold them more stringently to account.

## **Safeguarding**

- The arrangements for safeguarding in key stages 3 and 4 are not effective. Leaders have not established an effective culture of safeguarding. This is not the case in the sixth form, where practices are established and students feel safe.
- The recent handover of responsibilities for safeguarding and the implementation of a new system for record-keeping have not been thorough. Although the school's safeguarding policy is clear and provides up-to-date guidance, inspectors found that school practice does not meet the expectations laid out in the policy regarding record-keeping.
- School records show that all staff have been appropriately trained in the processes for referring safeguarding concerns to leaders. However, leaders do not ensure that the relevant records of pupils in key stages 3 and 4 are securely held in one place and that actions taken in response to safeguarding concerns are recorded in enough detail.
- Many of the pupils in key stage 3 who spoke with inspectors reported that they did not feel safe in school. They are concerned about standards of pupils' behaviour, the effectiveness of how staff deal with occurrences of bullying and the poor quality of the toilet facilities. They are concerned about their safety after school and in school corridors. Most parents who responded to Ofsted's survey, however, largely believe that their children are safe in school.
- The checks made when recruiting staff are effective and monitored by senior leaders and governors. These include the checks for temporary staff to ensure their suitability

to work with young people. Procedures are in place to ensure that all visitors to both school buildings are properly vetted.

## Quality of teaching, learning and assessment

## Requires improvement

- Although improving, the quality of teaching, learning and assessment is inconsistent within and between different curriculum subjects. While the subject knowledge of staff is generally secure, it is not used consistently well to inspire and enthuse pupils in their learning. The views of many pupils in key stage 3 towards their lessons are negative. Those who spoke with inspectors said that they often found lessons repetitive and boring. Pupils reported that the quality of their learning experiences was too dependent on which teacher they had.
- Teachers' expectations of what pupils can achieve are not always high enough, particularly for boys, disadvantaged pupils and pupils with SEND. Teachers do not routinely use information about pupils' prior attainment to ensure that their needs are identified or that work is set at the right level.
- Teachers do not consistently ensure that pupils know how to deepen their understanding or improve their work. A new policy for providing pupils with guidance has recently been implemented but there has been insufficient time for this to become fully embedded in practice.
- Opportunities for pupils to demonstrate their understanding in written work is inconsistent in key stage 3. The quality of pupils' extended writing and their use of subject-specific terminology are underdeveloped in several subjects.
- There are pockets of good practice in the school where the relationships between pupils and their teachers are positive. In science, mathematics and art, expectations are high and learning objectives are clear. This was observed in a Year 8 science lesson, for example. Pupils were learning about the differences between heat and temperature. The lesson stimulated pupils' interest and the questioning of pupils by the teacher helped to secure their understanding of the concepts taught.
- Teaching in the sixth form is more effective. Teachers have higher expectations of students' attitudes and engagement. Teachers plan challenging activities and students make secure progress. Students who spoke with inspectors say that they enjoy their learning in this key stage.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils have mixed views about bullying. Pupils in key stage 3 who spoke with inspectors demonstrated a good understanding of bullying. Some do not believe that bullying is effectively tackled by staff. Consequently, they do not all feel safe.
- Pupils' welfare has been adversely affected by the poor quality and hygiene of the school's toilet facilities. Pupils reported that they chose not to use them during the

school day due to their lack of privacy and elements of vandalism. A full refurbishment of boys' and girls' facilities is due to commence imminently to address this situation.

- There is a well-coordinated programme for pupils' personal development. This enables pupils to explore issues such as healthy relationships, financial well-being, understanding the impact of knife crime and staying safe, including online safety. However, pupils reported that the quality of their learning about personal development is too dependent upon which tutor they have.
- Leaders' development of pupils' understanding about spiritual, moral, social and cultural issues is well planned, including an exploration of different faiths in religious education. However, leaders have not ensured that all pupils receive high-quality experiences during tutor time. Pupils' understanding of British values is not consistently exhibited in their conduct in lessons or around the school.
- Pupils who follow an alternative curriculum away from the main school are making appropriate progress due to the support and care they receive. Leaders have ensured that these pupils are following appropriate courses and make regular checks to ensure that these pupils, who are at risk of disengaging from learning, are attending and behaving well. Inspectors' scrutiny of this provision confirmed leaders' views.
- Pupils enjoy opportunities to take responsibility. During the inspection, several pupils were involved in helping to make transition visits by Year 6 pupils a positive experience.
- There are many pupils who are polite, confident and self-assured. Pupils were happy to speak to inspectors and keen to share their views and show them around the school.

## **Behaviour**

- The behaviour of pupils is inadequate. Staff do not consistently apply the school's new behaviour policy, nor do all pupils follow it. Inspectors noted many examples, in lessons and around the school, where poor behaviour occurred. When this was challenged by staff in lessons, it was too great a distraction from learning. Pupils expressed their frustration about this to inspectors as they feel their learning is adversely affected by the behaviour of a significant minority.
- Staff do not communicate high expectations of pupils' behaviour in lessons. Low-level disruption is frequent. Sometimes, there is a wilful disregard of teachers' instructions by some pupils.
- A significant minority of pupils in key stage 3 do not conduct themselves well or demonstrate the respect that they should. Pupils say that they sometimes see or encounter disrespectful or intimidating behaviour, particularly during breaktime, in the corridors between lessons and after school. Instances of poor use of language occur. This behaviour undermines the values taught within the personal development curriculum.
- Attendance is below the national average and has declined further in the current year, particularly for disadvantaged pupils and pupils with SEND. While the proportion of pupils regularly absent from school has begun to decrease, the proportions of

disadvantaged pupils and pupils with SEND who are persistently absent remain high and well above the national averages.

- The proportion of pupils receiving fixed-term exclusions is high in the current year, particularly in key stage 3. Some of these are in response to leaders' raised expectations about behaviour and conduct. However, there has been insufficient time to see the impact of leaders' recently implemented policy in improving the standards of behaviour of some pupils.
- A significant minority of pupils are not punctual to school at the start of the day or during the changeover between lessons. The split-site nature of the school and the attitude of some pupils are contributing factors.
- Not all pupils wear the school's uniform correctly or with a sense of pride.
- Pupils in key stage 3 who spoke to inspectors said that they are not proud to be members of the school's community. Although there are some exceptions, many pupils' workbooks do not reflect a sense of pride in their work in this key stage. Poor presentation often goes unchallenged.
- Inspectors observed that conduct during breaktime and lunchtime by the majority of pupils was calm and orderly. Their engagement with inspectors and with each other was polite and courteous.

### Outcomes for pupils

### Requires improvement

- Pupils make inconsistent progress across the curriculum because teaching is of variable quality. While there are some subjects where pupils' progress is strong, this is not consistently the case.
- In 2018, the progress made by pupils across a range of subjects was variable. The progress made by pupils in mathematics, humanities and modern languages was above that made by all pupils nationally. By contrast, the progress made in English and a range of optional subjects was weaker.
- There were some notable improvements in pupils' overall progress and attainment between 2017 and 2018. However, some weaknesses and inconsistencies remain. The proportions of pupils who attained a standard pass and a strong pass at GCSE in English and mathematics remained below those seen nationally in 2018.
- Pupils currently in the school are making better progress than has been the case in the past. However, some groups have not improved as much as others over the last two years. For example, boys and disadvantaged pupils made less progress than other pupils nationally. The standards achieved by disadvantaged pupils have not risen quickly enough. Boys make less progress than girls in several subjects. The gap between boys' and girls' overall progress has not closed quickly enough.
- The progress made by pupils with SEND improved in 2018. Some pupils with SEND have demonstrated improving progress in their completion of ASDAN learning units towards their development of life skills.
- New strategies have been implemented in Year 7 for pupils who require additional support to catch up in their development of literacy and numeracy skills. Much of this has been developed through the school's newly implemented nurture curriculum. These

approaches are beginning to have a positive impact, although it is too soon to see the full impact of leaders' new programme of support.

- A small number of pupils at risk of disengaging from learning attend alternative provision away from the main school. Their progress is tracked, and they are making the progress leaders expect of them.
- The proportion of pupils securing places for their next steps in education, employment or training was below the national average in 2018.

## 16 to 19 study programmes

**Good**

- The culture of the sixth form is very positive, in distinct contrast to the main school. Relationships between staff and students are very good. Students who spoke with inspectors are highly positive about their experience and the extent to which they feel valued and supported. They are proud to be part of the sixth form and the school community.
- Teachers have good subject knowledge which they use to deepen students' knowledge and understanding. Expectations are high.
- Students receive effective pastoral support. The 'Aim Higher' programme for personal development and careers guidance is very carefully considered. This programme has been well received by students, who talk confidently about opportunities to learn about age-appropriate issues such as financial management, healthy lives and relationships, personal safety and radicalisation. Students also use tutor time and assemblies to discuss contemporary issues such as public health and climate change. Levels of attendance are good overall.
- Students appreciate the opportunities to be part of the wider school community. They provide good role models, as many support lessons and other activities lower down the school. A number of students promote healthy minds by supporting younger pupils experiencing difficulties with their emotional and mental well-being. They have also created a bespoke 'let's breathe' space to support students experiencing examination stress. Students also independently raise funds for a range of charities.
- All students have access to impartial careers advice and feel very well supported in the decision-making process for their next steps in education, employment or training. A high proportion of students secure places at university or commence apprenticeships. The majority of students undertake a purposeful work experience placement during Year 12.
- The leadership of the sixth form is effective. Leaders have a detailed understanding of the strengths and areas for improvement in the sixth form. They have a strong ambition for the future development of the sixth form. All aspects of the 16 to 19 programme of study are met. The curriculum offers a good range of courses for academic and vocational learning.
- Achievement in the sixth form is good. Over the last two years, A-level and vocational results have been broadly in line with the national averages. Leaders' tracking of students' progress is rigorous and intervention programmes are swiftly applied where students are in danger of falling behind. Students talk positively about personalised

support plans when these are necessary. As a result, the proportion leaving the sixth form during the school year is low.

- All students who did not secure a standard pass or better in English or mathematics by the end of key stage 4 are successful in achieving these qualifications by the end of the sixth form.
- No issues came to light with safeguarding in the sixth form. Students reported that they feel safe within the sixth form and school. A secure system has been implemented to ensure their safety as they sign in and out of the building.

## School details

Unique reference number	138529
Local authority	Leicestershire
Inspection number	10087310

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,412
Of which, number on roll in 16 to 19 study programmes	151
Appropriate authority	Board of trustees
Chair	Suzanne Uprichard
Principal	Catherine Aitcheson
Telephone number	01162 771 555
Website	<a href="http://www.clcc.college">www.clcc.college</a>
Email address	<a href="mailto:admin@clcc.college">admin@clcc.college</a>
Date of previous inspection	18–19 April 2013

## Information about this school

- Countesthorpe Leysland Community College is larger than the average-sized secondary school. It opened in September 2016 following the reorganisation of two local schools, the former Leysland High School and Countesthorpe Community College.
- The principal was recently appointed and took the substantive position from February 2019. The senior team is in the process of being restructured and a permanent team will be formally in place from September 2019.

- The school has been an associate member of the Life Multi-Academy Trust for the past year.
- The majority of pupils are of White British heritage.
- The proportion of pupils who are disadvantaged is below the national average.
- The proportion of pupils with SEND is below average. The proportion of pupils who have an education, health and care plan is below average.
- Arrangements are in place for a small number of pupils to access their education at alternative placements. These placements are operated by the South Leicestershire Inclusion Partnership and U-Neek Learning.

## Information about this inspection

- During the inspection, it was not possible to observe learning or look at samples of pupils' work at key stage 4. This was due to the examination season and all pupils undertaking work experience in Year 10. Opportunities to observe learning at key stage 5 were also limited as most students in Year 12 were also undertaking work experience placements.
- Inspectors observed learning in 28 lessons across a range of subjects, the majority of which were conducted jointly with senior leaders. During these visits to lessons, inspectors spoke with pupils about their learning and looked at samples of their work. Inspectors also looked at a large sample of pupils' work at key stage 3 across a wide range of subjects.
- Inspectors spoke with six groups of pupils more formally and met with pupils informally during lunchtime and breaktime.
- Pupils' behaviour was observed during lessons, at breaktime and at lunchtime. Inspectors also observed pupils' conduct at the start of the school day and during the changeover between lessons.
- Inspectors met with a range of school leaders, including the principal and other senior and middle leaders. Inspectors also met with the school's designated safeguarding leaders.
- A discussion was held with members of the governing body, including the chair.
- A meeting was held with the chief executive officer of the Life Multi-Academy Trust.
- A range of documentation was examined, including the school's self-evaluation, pupils' performance information, minutes of meetings of the governing body, behaviour and attendance records, bullying records, curriculum plans and school policies.
- The lead inspector considered the 254 responses to Parent View, Ofsted's online survey.

## Inspection team

Chris Stevens, lead inspector	Her Majesty's Inspector
Ellenor Beighton	Ofsted Inspector
Jane Burton	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector
Christine Staley	Ofsted Inspector

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